

Sarasota County Schools

Emma E. Booker Elementary School



2018-19 Schoolwide Improvement Plan

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Emma E. Booker Elementary School

2350 DR MARTIN LUTHER KING WAY, Sarasota, FL 34234

www.sarasotacountyschools.net/emmaebooker

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	94%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	92%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	B	C	D*

School Board Approval

This plan is pending approval by the Sarasota County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridaCIMS.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

“High Expectations For All”

The community of Emma E. Booker Elementary School recognizes that students enter school with different backgrounds and experiences. It is our belief that all children can be successful when accepted at their level of development. By holding high expectations for parents, students, teachers, and administrators as well as using a no fault approach, we believe we can lead every child toward becoming a productive and successful member of society.

Provide the school's vision statement.

As a school community we embrace the belief the all children can and will be successful, both socially and academically when school, family and community work together in an environment of mutual respect, acceptance of diversity, and a dedication to a common cause.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Oliver, Edwina	Principal
Henderson, Tia	Assistant Principal
Pazink, Jennifer	Teacher, K-12
Gunderson, Sherry	Teacher, K-12
Wunderlin-VanArsdall, Laura	Other
Williams, Robin	Teacher, ESE
Flanigan, Barbara	Teacher, K-12
Woods, Phyllis	Teacher, K-12
Washington, Dwana	Instructional Coach
Williams, Tanisha	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Each member of the school based leadership team has a specific function and role as it relates to MTSS and SIP. Edwina Oliver (Principal) and Tia Henderson (AP) both review progress monitoring and summative data (Florida's statewide ELA and Mathematics FSA, Statewide Science Assessments) and engage stake-holders to make decisions to improve the quality of teaching and learning experiences. Collaborative conversations are held during SAC meetings, SDMT, and Grade Level Curriculum Planning meetings to ensure that our school's SIP is a document that guides our school's instructional decisions. In addition, Administration monitors the i-Ready diagnostic tool for Reading and mathematics for K-5 grade 3 times annually. The i-Ready student growth and prescriptive information support instructional decisions and helps assess the impact of instruction.

Active members of the MTSS team oversee and ensure Tier II and Tier III interventions are being properly implemented for students identified through the Benchmark Screener, DIBELS Next. Administration serves as instructional leaders of the school ensuring that all programs are implemented with fidelity.

Team Leaders- The remaining members of the School Leadership Team represent their grade-levels and programs on our campus. They provide feedback from teams and assist the shared decision making process to ensure quality instructional programming.

Early Warning Systems

Year 2017-18

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	24	25	26	22	20	12	0	0	0	0	0	0	0	129
One or more suspensions	3	4	6	12	17	7	0	0	0	0	0	0	0	49
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	48	46	22	0	0	0	0	0	0	0	116

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators		2	1	1	18	27	8	0	0	0	0	0	0	57

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	9	0	11	0	0	0	0	0	0	0	0	0	20
Retained Students: Previous Year(s)	1	0	0	5	0	1	0	0	0	0	0	0	0	7

Date this data was collected

Wednesday 10/3/2018

Year 2016-17 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	25	19	17	11	15	29	0	0	0	0	0	0	0	116
One or more suspensions	0	5	2	9	3	4	0	0	0	0	0	0	0	23
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	36	35	34	0	0	0	0	0	0	0	105

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	2	0	6	10	12	0	0	0	0	0	0	0	30

Year 2016-17 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	25	19	17	11	15	29	0	0	0	0	0	0	0	116
One or more suspensions	0	5	2	9	3	4	0	0	0	0	0	0	0	23
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	36	35	34	0	0	0	0	0	0	0	105

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	2	0	6	10	12	0	0	0	0	0	0	0	30

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

According to FSA Results ELA Proficiency in grades 3-5 is the lowest. This is the trend across the last three years of FSA Data. In addition, our i-Ready data shows that our ELA Proficiency is low in grades K-2.

Which data component showed the greatest decline from prior year?

According to FSA Results our Math Lowest Quartile gains showed the greatest decline. We had a lost of 28 points.

Which data component had the biggest gap when compared to the state average?

According to FSA results, it is Fourth Grade Reading Proficiency. We had 24% students proficient and the state was 56%.

Which data component showed the most improvement? Is this a trend?

According to FSA results, our ELA Learning Gains for the Lowest 25% showed the most improvement. We had the highest among all elementary schools in our district (66%).

Describe the actions or changes that led to the improvement in this area.

The change was one percentage point and we attribute this to the teachers high level of focus on the lowest quartile in the classroom.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	32%	66%	56%	36%	65%	52%
ELA Learning Gains	42%	57%	55%	52%	54%	52%
ELA Lowest 25th Percentile	66%	46%	48%	59%	49%	46%
Math Achievement	40%	72%	62%	37%	70%	58%
Math Learning Gains	43%	63%	59%	47%	66%	58%
Math Lowest 25th Percentile	34%	51%	47%	30%	50%	46%
Science Achievement	47%	66%	55%	33%	64%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	24 (25)	25 (19)	26 (17)	22 (11)	20 (15)	12 (29)	129 (116)
One or more suspensions	3 (0)	4 (5)	6 (2)	12 (9)	17 (3)	7 (4)	49 (23)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	48 (36)	46 (35)	22 (34)	116 (105)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	37%	68%	-31%	57%	-20%
	2017	37%	71%	-34%	58%	-21%
Same Grade Comparison		0%				
Cohort Comparison						
04	2018	24%	67%	-43%	56%	-32%
	2017	33%	69%	-36%	56%	-23%
Same Grade Comparison		-9%				
Cohort Comparison		-13%				
05	2018	29%	66%	-37%	55%	-26%
	2017	44%	66%	-22%	53%	-9%
Same Grade Comparison		-15%				
Cohort Comparison		-4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	39%	72%	-33%	62%	-23%
	2017	38%	71%	-33%	62%	-24%
Same Grade Comparison		1%				
Cohort Comparison						
04	2018	30%	71%	-41%	62%	-32%
	2017	40%	73%	-33%	64%	-24%
Same Grade Comparison		-10%				
Cohort Comparison		-8%				
05	2018	44%	72%	-28%	61%	-17%
	2017	53%	70%	-17%	57%	-4%
Same Grade Comparison		-9%				
Cohort Comparison		4%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	43%	67%	-24%	55%	-12%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	5	42	64	21	38	28	17				
ELL	35	47		35	41						
BLK	29	40	68	35	37	29	37				
HSP	35	52		44	45		54				
MUL	40			60							
WHT	46	36		50	70						
FRL	32	43	66	40	43	34	47				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	11	44	61	23	66	62	9				
ELL	36	45		39	68						
BLK	31	55	71	37	62	67	31				
HSP	53	61	55	54	76	40	65				
MUL	33	36		40	73						
WHT	54			69							
FRL	37	55	64	43	68	61	42				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title ELA Proficiency 3-5

Rationale ELA Proficiency is below the district and state average

Intended Outcome By the year 2019, there will be a minimum of a 4% increase for all students when less than 70% are currently demonstrating proficiency as measured by the Florida Standards Assessment (FSA)

Point Person Tia Henderson (tia.henderson@sarasota.k12.fl.us)

Action Step

Description

1. Implement a school wide Reading Screener to identify students on, above, and below grade level.
2. Created a school wide assessment framework to monitor the progress of all students.
3. Added a research based reading intervention to improve the skills of students below grade level (LLI)
4. Added a 3-5 Writing Block during Power Hour for students on or above grade level.

Person Responsible Tia Henderson (tia.henderson@sarasota.k12.fl.us)

Plan to Monitor Effectiveness

Description The assessment framework puts into place a process by which we can assess the effectiveness of all new ELA components throughout the year. Assessments utilize include: Diagnostic Screening and Progress Monitoring

Person Responsible Tia Henderson (tia.henderson@sarasota.k12.fl.us)

Activity #2

Title Math Lowest Quartile 3-5

Rationale The area of focus showed the greatest decline according to FSA results.

Intended Outcome By the year 2019, there will be a minimum of a 4% increase for all students when less than 70% are currently demonstrating a learning gain in the lowest quartile

Point Person Edwina Oliver (edwina_oliver@sarasota.k12.fl.us)

Action Step

Description 1. Contract a teacher to work with the identified lowest quartile in grades 3-5 as well as other students who scored a Level 1 in Math in 2018
2. Academic Intervention Teacher (Title I) will push during Math Instruction in specific grade levels to facilitate small group instruction.

Person Responsible Edwina Oliver (edwina.oliver@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description We will use formative data from district benchmark assessments that align with the GPS Resource to monitor student growth as well as our data chat forms.

Person Responsible Edwina Oliver (edwina.oliver@sarasotacountyschools.net)

Activity #3

Title Science Proficiency

Rationale We are below the district and state's average in this content area.

Intended Outcome By the year 2019, there will be a minimum of a 4% increase for all students when less than 70% are currently demonstrating proficiency as measured by the FSSA

Point Person Sherry Gunderson (sherry.gunderson@sarasotacountyschools.net)

Action Step

Description 1. We have a full time Science Teacher in grades 4 and 5
2. We have Science on the wheel
3. Study Island is used to support Science Standards

Person Responsible Edwina Oliver (edwina.oliver@sarasotacountyschools.net)

Plan to Monitor Effectiveness

Description We will continue to use district Science Benchmark Assessments and adjust instruction based upon these results.

Person Responsible Edwina Oliver (edwina.oliver@sarasotacountyschools.net)

Activity #4

Title	Self Regulation and Social Skills
Rationale	Supporting all students with social-emotional education to gain the skills of self regulation and active engagement. Determining students with intensive interventions and direct instruction in these areas.
Intended Outcome	Students will have increased time in classroom engaged in learning by the use of self regulation strategies. There will be a 10% decrease in the number of intervention and student referrals.
Point Person	Robin Williams (robin.williams@sarasotacountyschools.net)

Action Step

Description	The PBIS approach is a school-wide and teaches all students how to interact within our school community. With this approach, our students have a higher chance of success through the constructive and instructive support of staff, families and administration. As a part of the intervention support eating his develop a behavior support team to assist students and teachers. The behavior response team along with our school counselors will meet weekly to determine classroom and specific student needs. The team will provide lessons on choices, restorative circles along with daily lessons from Inner Explorer. As a school we will emphasize schoolwide exposure on the civility squad through the Booker News Network. Our staff will continue with it in the Tatian a chance school wide by making sure we continue to emphasize clear visible expectations for students behavior. Our two Lincensed Mental Health Therapists will provide therapy for students in families for students in need of mental health and provide coaching to teachers to support students in classrooms as needed.
Person Responsible	Tia Henderson (tia.henderson@sarasota.k12.fl.us)

Plan to Monitor Effectiveness

Description	Incident referral-students receive the incident referrals for major infections and typically involves loss of Instructional time. Check in and Check out (CICO) forms are use for students in need of intensive intervention, will have an assigned staff member to review daily goals and reinforcers. These CICO forms will allow students to monitor their behavior throughout the day to work towards specific goals. TPS data track students behavior is to create functional behavior analysis and behavior intervention plans. Support calls will be trying to understand classroom training in specific students in need of intensive interventions to support with direct instruction.
Person Responsible	Robin Williams (robin.williams@sarasotacountyschools.net)

Part IV: Title I Requirements

Additional Title I Requirements
 This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

We have organized a Family Engagement Committee focused on planning and providing opportunities for families to engage in their child's academics. In conjunction with our feeder schools (Booker Middle and Booker High) we have a partnership with an Educational Consultant (Hotep-Hustle University) that will work specifically with EEB to increase our family engagement.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

EEB offers numerous opportunities for students in relation to counseling services. All grade levels, K-5, have classroom guidance lessons, as well as small group lessons for those students in need. Our guidance staff works closely with families to offer school and community supports to families in crisis. EEB also employs a behavior specialist, as well as a Home School Liaison to ensure connection and resources to families.

As a part of the Emma's Dream Team (EDT) grant, EEB partners with JFCS providing a mental health counselor on site to help students who need additional support. Students and families being referred to EDT, also have access to outside resources and agencies.

EEB will be partnering with Booker Middle School's S.A.V.E. initiative, which is Sarasota Against Violence funded by the Community Foundation. This program provides students with resources and activities focused on reducing violence in our community. Our 3rd graders will be visited by the Tornado DIVAS from Booker Middle School monthly focusing on peer relationships and resolving conflicts.

As a part of meeting the social-emotional needs of our students, EEB will have staff trained with the Second Step Curriculum which is a comprehensive K-5 program that includes lessons, activities and streaming videos. This program is used for Tier II and III groups and is also available for classroom teachers for class-based social-emotional instruction and class meetings.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Every year we hold an annual K roundup that offers parents best practices, tips, and insight as to ways they can aide in effective transitions from Pre-K to K. We provide them with learning materials and offer activities they can be working on at home with their child. In addition, EEB continues to have strong collaboration with the Children's First program, housing 2 Pre-K programs on our campus. We meet yearly with the leadership of this organization and have worked to develop expectations for incoming K students.

The Tornado Learning Academy 6 week summer program for in-coming K students to build school readiness and establish foundational skills that increase the probability for Kindergarten success. In order to also support our incoming 2nd and 3rd grade students, we also provide a 6 week summer program that provides engaging reading, math and arts integration experiences to combat the summer slide.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

EEB's MTSS team meets weekly and looks at each grade level progress monitoring data. There are three MTSS facilitators assigned to 2 grade levels each (K-2,3-5) that meets with grade level teams

regularly to plan for and implement Tier II and Tier III interventions. Additional instructional supports are offered in grades K-5 for students who are performing below level. There are 2 Title I teachers that support classroom teachers with providing additional supports to below level students through intervention blocks to look at frequent data points of each student and tailor instruction around their needs.

Title I Part A Flexible Direct instruction dollars are utilized to provide additional services to children. These services include a variety of instructional materials that are needed in classrooms to support engaging learning experiences that are aligned to adopted standards. The Flexible Direct Instruction also provides supplemental direct instruction to support students in reading and math. Other Title I monies include the professional development budget which provides support for professional development implementation of science, ELA and math instruction. Title I Parent Involvement funds will be utilized to increase parent participation in school activities designed to improve student achievement. The district's Food and Nutrition department provides a daily healthy fruit or vegetable to every child at EEB. Additionally, a full dinner is provided to every child in the after school programs at EEB. EEB coordinates with the largest Head Start provider within the community (Children's First). The district has provided two Children's First classrooms to be housed at EEB. Children that will eventually attend EEB when they reach school age are identified and enrolled within these classrooms.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

As a part of our Booker News Network (BNN) every morning we highlight specific careers including what it takes to prepare for the career and related fields. Each week the "Career in Focus" segment plays on the newscast. Individuals from the Career in Focus around the community will be invited to discuss their field bringing a tangible and authentic feel for students.

Every year through a partnership with Bay Haven Elementary and the University of South Florida, EEB 5th graders participate in the "What I can be with a College Degree" program. The program includes a in depth discussion about potential careers and careers of interest that students have shared. They create a portrait that is displayed which includes the self image and illustrations connect to the selected career. The capstone event includes a field trip to the University of South Florida- Sarasota with their Bay Haven counterparts as students learn more about the possibilities of college in their future.

In addition, the 4th and 5th graders participate in the annual Career Day on the EEB campus. Local professionals, businesses and other partners are invited to our school to share their experiences and knowledge of a variety of careers. Students are able to ask questions, interact with professionals, and learn more about the pathway to college and careers.

Part V: Budget

Part V: Budget	
Total:	\$76,000.00